



Glamorgan School

Community Health Curriculum Statement 2021

Consultation on the Health curriculum is conducted every two years in line with legal requirements for schools.

Effective Health programmes include the seven key areas of learning; mental health, relationships and sexuality education, food and nutrition, body care and physical safety, physical activity, sports studies and outdoor education and help children to develop:

- Improved levels of movement skills
- The ability to make informed decisions about how to care for their bodies
- The ability to form and maintain positive relationships with others
- The ability to accept and value individual differences
- The willingness to apply themselves with vigour and to take risks
- The commitment to engage in regular physical activity beyond a school setting

All of these should contribute to their self-esteem and build a positive and responsible sense of **hauora** (physical, mental, emotional, social and spiritual well-being).

The Consultation

The school community was consulted through an online anonymous survey which asked for feedback on programmes covering mental health, sports studies, sexuality education, food and nutrition, wellbeing and physical safety. Feedback was also welcomed to gauge whether they considered aspects of the health curriculum are still relevant for their child/children, if they had any concerns or wanted any other aspects included in the health curriculum.

Results of the survey are attached at the end of this statement.

Relationships and Sexuality Education (RSE)

Schools are now required to include RSE as a part of their health programmes. This is usually integrated into the classroom programme, however there are specific programmes detailed below that target some of the key elements of the curriculum such as Keeping Ourselves Safe for example.

A summary of key learning at Levels 1,2 and 3 of the curriculum is attached. All children are at different stages of development and the teacher will ensure the curriculum is delivered appropriately for the age and experience of the children in their care. Most of the children will be working within level 3 by the time they are at the end of year 6. Parents or caregivers may write to the principal requesting to have their child excluded from any particular element of sexuality education in a health education programme. The child is excluded and supervised during that time. However, it must be noted that questions arise from children within an everyday classroom that the teacher cannot avoid.

Conclusions and Next Steps

Most respondents agreed with the curriculum provided. The school will continue to provide opportunities for children to develop skills across all aspects of the Health Curriculum.

A general overview of health programmes in addition to physical activity and sport over the next two years is below:

2022	2023
Keeping Ourselves Safe (Child abuse prevention programme Produced by the NZ Police)	Kia Kaha (anti bullying programme designed by NZ Police)
Sun, water and road safety	Sun, water and road safety
Life Education Caravan	Firewise (Designed by the NZ Fire Service)
RSE ongoing throughout classroom programmes Pubertal change (Y6) delivered by Positive Puberty Plus	RSE ongoing throughout classroom programmes Pubertal change (Y6) delivered by Positive Puberty Plus

Relationships and Sexuality Education

Key learning at level 1

LEVEL 1	KO AU – ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA – FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	KO TŌKU AO – ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
Ākonga can show that they:	<ul style="list-style-type: none"> Recognise body parts, including genitals, can name them (in te reo Māori and in English), and understand basic concepts about reproduction. Know about body safety, including hygiene and appropriate touching, know how to show respect for themselves and others, and can use strategies to keep themselves safe (including basic safety strategies online and on devices). 	<ul style="list-style-type: none"> Are able to make friends, be a good friend, be inclusive, and accept and celebrate difference in a range of contexts (including in games, play, classroom activities, and at home). Are able to express their own feelings and needs and can listen and be sensitive to others by showing aroha, care, respect, and manaakitanga in a range of contexts. Know about belonging and about roles and responsibilities at school and within the whānau and wider community. Know who to trust and how to ask for help. 	<ul style="list-style-type: none"> Understand the relationship between gender, identity, and wellbeing. Are able to stand up for themselves and others (eg, if there is unfairness, teasing, bullying, or inappropriate touch).

Key learning at level 2

LEVEL 2	KO AU — ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	KO TŌKU AO — ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
Ākonga can show that they:	<ul style="list-style-type: none"> • Know about human anatomy, about how bodies are diverse and how they change over time, and about human reproductive processes. • Understand what consent means in a range of contexts, including online contexts. • Are able to give and receive consent (eg, at the doctor, in the playground, or online). 	<ul style="list-style-type: none"> • Are able to name and express a wide range of feelings and use skills to manage their feelings. • Engage positively with peers and others during play, games, classroom activities, and online (by listening, affirming others, waiting, taking turns, recognising others' feelings and respecting them, and showing manaakitanga, aroha, and responsibility). 	<ul style="list-style-type: none"> • Understand that personal identities differ (eg, in terms of gender, ethnicity, language, religion, and whakapapa). • Are able to identify gender stereotypes, understand the difference between gender and sex, and know that there are diverse gender and sexual identities in society. • Are able to contribute to and follow guidelines that support inclusive environments in the classroom and school.

Key learning at level 3

LEVEL 3	KO AU — ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	KO TŌKU AO — ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
Ākonga can show that they:	<ul style="list-style-type: none"> • Know about pubertal change and how it is different for different people, and understand associated needs that relate to people’s social, emotional, and physical wellbeing. • Are able to take part in collective action to implement school and community policies that support young people during pubertal change. • Understand different types of relationships (eg, friendships, romantic relationships, relationships between whānau, team, and church members, and online relationships) and understand how relationships influence their own wellbeing and that of others. 	<ul style="list-style-type: none"> • Understand consent, pressure, coercion, and rights, and have skills for giving or withholding consent and for staying safe and engaging respectfully in a range of contexts, including online contexts. • Are able to use strategies to address relationship challenges (in friendships, groups, and teams, with whānau, and online). • Know about a range of health and community services and have strategies for seeking help (for themselves and others), including at school and within their whānau. 	<ul style="list-style-type: none"> • Understand how communities develop and use inclusive policies and practices to support gender and sexual diversity (eg, at public events, during physical activity and sports, within whānau, in community organisations, and online). • Are able to critique the ways in which social media and other media represent bodies and appearance, relationships, and gender, and can identify a range of ways in which these affect wellbeing.

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Total responses: 54

Mental Health

Q1. Recognize what makes a good friend / classmate.

Very important	Of some importance	Of little importance	Of no importance	Total
44	10	0	0	54

Q2. Recognise and accept that people are different.

Very important	Of some importance	Of little importance	Of no importance	Total
49	4	1	0	54

Q3. Identify feelings and express them appropriately.

Very important	Of some importance	Of little importance	Of no importance	Total
49	4	0	1	54

Q4. Identify ways of making and supporting friends (respect, accepting differences), developing positive and supportive relationships.

Very important	Of some importance	Of little importance	Of no importance	Total
52	1	1	0	54

Q5. Develop skills and strategies to cope with bullying.

Very important	Of some importance	Of little importance	Of no importance	Total
50	3	0	0	53

Q6. Identify people who can provide guidance and support when students are challenged with relationship problems / conflict.

Very important	Of some importance	Of little importance	Of no importance	Total
45	8	1	0	54

Q7. Demonstrate cooperative skills when working and playing with others.

Very important	Of some importance	Of little importance	Of no importance	Total
41	13	0	0	54

Q8. Recognise and describe personal strengths and areas that need development.

Very important	Of some importance	Of little importance	Of no importance	Total
38	16	0	0	54

Q9. Develop knowledge of how to express feelings in difficult situations.

Very important	Of some importance	Of little importance	Of no importance	Total
48	5	1	0	54

Q10. Manage disappointments, moments of anxiety and build resilience.

Very important	Of some importance	Of little importance	Of no importance	Total
46	7	1	0	54

Q11. Recognise and learn how to make good choices when faced with peer pressure.

Very important	Of some importance	Of little importance	Of no importance	Total
47	6	1	0	54

Q12. Recognise how their behaviour and attitudes impact on others.

Very important	Of some importance	Of little importance	Of no importance	Total
44	8	1	0	53

Q13. Identify ways to make the playground a safe and inclusive environment.

Very important	Of some importance	Of little importance	Of no importance	Total
43	10	1	0	54

Q14. Begin to develop problem solving skills.

Very important	Of some importance	Of little importance	Of no importance	Total
40	13	1	0	54

Q15. Set goals and plan to work towards them.

Very important	Of some importance	Of little importance	Of no importance	Total
33	21	0	0	54

Q16. Be aware of different ways to support positive wellbeing.

Very important	Of some importance	Of little importance	Of no importance	Total
38	15	1	0	54

Q17. Identify body parts and recognise growth changes.

Very important	Of some importance	Of little importance	Of no importance	Total
35	15	2	1	53

Sexuality Education

Q18. Learn how to keep ourselves safe in different situations through programmes such as Keeping Ourselves Safe and Kia Kaha.

Very important	Of some importance	Of little importance	Of no importance	Total
43	9	1	0	53

Q19. Develop cooperation and respect for others through working with a team or group.

Very important	Of some importance	Of little importance	Of no importance	Total
41	12	0	0	53

Q20. Identify pubertal changes and learn how to manage them. (Years 5 and 6)

Very important	Of some importance	Of little importance	Of no importance	Total
33	14	2	1	50

Q21. Explore effects of media and consumer images on wellbeing.

Very important	Of some importance	Of little importance	Of no importance	Total
40	12	1	0	53

Q22. Identify instances of gender stereotyping and develop alternative non-discriminatory behaviour. (Years 4-6)

Very important	Of some importance	Of little importance	Of no importance	Total
30	14	6	1	51

Q23. Identify risks and issues in online and social media environments.

Very important	Of some importance	Of little importance	Of no importance	Total
47	4	1	1	53

Food and Nutrition

Q24. Know what healthy eating is.

Very important	Of some importance	Of little importance	Of no importance	Total
38	13	2	0	53

Q25. Describe their nutritional needs for growth and development and demonstrate their increasing responsibility for what they eat.

Very important	Of some importance	Of little importance	Of no importance	Total
36	14	2	0	52

Q26. Bringing a healthy lunch to school.

Very important	Of some importance	Of little importance	Of no importance	Total
31	18	3	0	52

Q27. Know how to care for our bodies?

Very important	Of some importance	Of little importance	Of no importance	Total
38	14	0	1	53

Wellbeing and Physical Safety

Q28. Know how to prevent the spread of germs, head lice etc.

Very important	Of some importance	Of little importance	Of no importance	Total
35	16	2	0	53

Q29. Have an understanding of how the body works.

Very important	Of some importance	Of little importance	Of no importance	Total
30	21	2	0	53

Q30. Be aware of simple safety practices and procedures in the home, school and community around fire, water, sun, food, medicines, roads, playgrounds etc

Very important	Of some importance	Of little importance	Of no importance	Total
40	13	0	0	53

Q31. Basic first aid strategies.

Very important	Of some importance	Of little importance	Of no importance	Total
34	18	1	0	53

Q32. Participate in programmes such as those offered by the Life Education Caravan.

Very important	Of some importance	Of little importance	Of no importance	Total
26	25	1	0	52

Q33. Know about community support agencies, including health care, the services they offer, how they can access these services, and the part they play in the community.

Very important	Of some importance	Of little importance	Of no importance	Total
23	23	6	1	53

Q34. Participate in regular physical activity and know how this contributes to a sense of wellbeing.

Very important	Of some importance	Of little importance	Of no importance	Total
48	5	0	0	53

Physical Activity

Q35. Explore and learn increasingly complex movements to participate in a variety of activities e.g., sports, dance.

Very important	Of some importance	Of little importance	Of no importance	Total
31	21	1	0	53

Q36. Participate in activities to develop co-ordination and motor skills and be confident enough to try new skills.

Very important	Of some importance	Of little importance	Of no importance	Total
43	9	0	0	52

Q37. Develop responsible attitudes to safety in physical activities.

Very important	Of some importance	Of little importance	Of no importance	Total
38	15	0	0	53

Q38. Learn skills associated with a range of sporting activities and equipment.

Very important	Of some importance	Of little importance	Of no importance	Total
27	25	1	0	53

Sports Studies

Q39. Experience enjoyment and achievement.

Very important	Of some importance	Of little importance	Of no importance	Total
43	10	0	0	53

Q40. Learn how to play modified or major sports

Very important	Of some importance	Of little importance	Of no importance	Total
18	31	3	1	53

Q41. Learn skills relating to leadership, co-operation, fair play, goal setting.

Very important	Of some importance	Of little importance	Of no importance	Total
41	12	0	0	53

Q42. In relation to age, experience adventure activities and outdoor pursuits that focus on physical skill development, building confidence, fun and enjoyment.

Very important	Of some importance	Of little importance	Of no importance	Total
41	12	0	0	53

Outdoor Education

Q43. Participate in new, different and challenging activities.

Very important	Of some importance	Of little importance	Of no importance	Total
36	17	0	0	53